R E P O R T R E S U M E S

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TOWARD HIGHER HORIZONS, A REVIEW OF SELECTED TITLE I PROJECTS IN THE STATE OF VERMONT, 1966-1967.

VERMONT STATE DEPT. OF EDUC., MONTPELIER

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PRESENTED ARE BRIEF SUMMARIES OF SELECTED ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I PROJECTS IN VERMONT. ARRANGED IDENTICALLY FOR EACH SCHOOL DISTRICT, THE SUMMARIES CONTAIN (1) OBJECTIVES, (2) THE PROGRAM TITLE, (3) A DESCRIPTION, AND (4) AN EVALUATION WHICH INCLUDES A BUDGET FIGURE. BECAUSE MOST PROJECTS AIMED AT IMPROVING READING AND LANGUAGE ARTS, 75 PERCENT OF THE FUNDS WERE ALLOCATED TO INSTRUCTIONAL SERVICES. (NH)

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TOWARD HIGHER HORIZONS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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UD005 342

A Review of Selected Title I Projects in the State of Vermont 1966 - 1967

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Cover design by Mrs. Wayne Hersey, part-time employee of the Title I staff

INTRODUCTION

In reviewing projects for the current year, it is significant to note that a large percentage are in the area of remedial reading, pointing up the fact that correction of reading disabilities is one of the most critical needs of disadvantaged children in our State. It is understandable, therefore that in most instances, over 75% of the Title I project budget has been earmarked for instructional services.

There is a growing trend, also, toward an increased use of teacher-aides as a means of freeing the classroom teacher for more time to teach, thus affording her the opportunity to serve more effectively the needs of the individual child.

By design, the large number of small Title I projects in operation in Vermont last year, under the Elementary and Secondary Education Act, has been reduced by nearly sixty percent in fiscal 1967. The resulting larger and more comprehensive projects which are being carried on this year reflect a marked improvement in the depth, quality and scope of our Title I programs.

Due to a reduction in the congressional appropriation, and the protracted delay at the federal level in finalizing the amount of the maximum grant to be awarded to each of the several states, original project budgets have been limited temporarily to approximately 80% of last year's corresponding allotments.

Allan J. Heath
Assistant Coordinator
and Evaluator
Title I Staff

February 1967

FOREWORD

Title I of the Elementary and Secondary Education Act, now in its second year of operation in Vermont, is beginning to make an important impact on the educational development of our youth. We are raising their levels of competence in critical basic skills areas. We are broadening their horizons through cultural experiences heretofore unknown to them and we are giving attention to their physical handicaps which are frequently a deterrent to educational success. It may well be another two or three years before the full significance of this impact can be realized, but I am certain that for the first time in the history of education in this State, a genuine effort is being made to offer all Vermont youth a more equal chance to learn.

In the development of our federally funded programs we are making progress. We are improving our procedural "know how". We are giving careful attention to the quality of personnel being recruited to staff these programs. We are raising our sights as new opportunities for greater service in education emerge.

This second annual review of typical Title I projects which are operative in Vermont this year has been prepared by our staff to illustrate the breadth and scope of the programs which have been designed to serve the needs of our educationally disadvantaged youth.

To Dr. Karlene V. Russell, the Title I staff, the State Helping Teachers and to administrators and teachers throughout the State who have dedicated their efforts toward making this program a success, I am profoundly grateful.

Richard A. Gibboney
State Commissioner
of Education
Montpelier, Vermont

ADDISON NORTHWEST

OBJECTIVES

To improve classroom performance in reading beyond usual expectations
To improve children's verbal functioning
To raise aspirational levels
To exercise expectations of success
To improve emotional and social stability of children and their families

TITLE

Remedial Corrective and Developmental Activities

DESCRIPTION

One reading teacher will be assigned to each of the primary, intermediate and junior-senior high school levels. Two of these teachers will be itinerant, serving the elementary schools throughout the district. Consultative services of a social and psychiatric nature will be provided by the Addison County Counseling Service. More favorable home-school relationships are to be fostered through the promotion of parent discussion groups.

The Curriculum Center will be made available to all school personnel whenever possible.

Expenditures of funds will be concentrated on books and materials designed to broaden reading experiences and to improve cultural backgrounds.

EVALUATION

This will, hopefully, be of a continuous nature and will involve the use of objective tests, teacher observation of classroom performance and results of health examinations.

Number of children participating -	169
Number of salaried Title I staff -	7
Project budget -	$29,650.00

ADDISON - RUTLAND

OBJECTIVES

To improve classroom performance in reading beyond usual expectations
To improve the children's self image
To identify cases needing referrals to special schools or agencies

TITLE

Project Discovery

DESCRIPTION

Classroom instruction is to be offered by specialists in art and choral music. Successful practices will be reported by the specialists and administrators to other areas of the supervisory union.

Specialist services will be provided also in speech therapy, social work, psychological and psychiatric testing and nursing services.

The speech therapist, using diagnostic testing and employing corrective techniques, will work with individuals and small groups. The social worker will work cooperatively with outside agencies, make home visits and counsel with students having problems stemming from home conditions. Contracted psychological and psychiatric tests will be performed by the Rutland County Family Life Service upon referral.

EVALUATION

Evaluation for these services will be comprised of summary reports by the specialists, individual case reports, and administrative judgments by the superintendent regarding their effectiveness.

Number of children participating -	289
Number of salaried Title I staff -	13
Project budget -	$46,301.40

BARRE CITY

OBJECTIVES

To locate and identify reading deficiences in grades 1-12, and to provide the classroom teacher with procedures, techniques and materials to correct or reduce these deficiencies

TITLE

Reading Center

DESCRIPTION

This Center is a continuation of last year's project, with some modifications, based on experience, to make it more effective. It will be staffed by two full-time elementary reading specialists and one half-time secondary reading specialist. These people will both work in the Center and in the classrooms and will be available on call. The Center will be supplied with a clerk-stenographer who will make appointments and do the necessary clerical work.

EVALUATION

Evaluation will be made through a variety of standardized tests, and when necessary, individual Wechsler Mental Ability Tests. In addition, teacher ratings, reactions and interviews will be used as evaluative measures.

Number of children participating -	136
Number of salaried Title I staff -	4
Project budget -	$24,100.00

BENNINGTON - RUTLAND

OBJECTIVES

To bring educationally deprived children up to grade level in reading and language arts
To improve and increase their attention span
To increase their expectations of success in school

TITLE

Improvement of the Instructional Program

DESCRIPTION

Since the greatest need in the District is to improve reading abilities, this area will get the greatest attention. The Coordinator will help teachers diagnose the needs of the pupils, and through individual conferences and in-service training, help them design a program for each pupil's needs.

A junior high reading center will be set up to develop skills and reinforce instruction missed in the elementary grades. Its primary purpose will be to improve comprehension and study skills and to develop good study habits. It is hoped that this may help to alleviate the drop-out problem.

EVALUATION

The program will be evaluated by a series of standardized and teacher-made tests. A file folder will be kept on each pupil in which will be recorded his progress as indicated by test results, and his record on the tachistoscope, the reading pacer and the controlled reader. This evaluation will provide more precise placement information as well as valuable diagnostic data in helping to overcome basic weaknesses in the area of language arts.

Number of children participating -	83
Number of salaried Title I staff -	1
Project budget -	$19,726.80

BURLINGTON

OBJECTIVES

To improve classroom performance in reading beyond usual expectations
To change attitudes in a positive direction toward school and education
To increase expectations of success in school
To improve physical and emotional health
To improve relations between home and school
To initiate corrective programs for children with speech impairments

TITLE

K - 9 Special Services Program

A. Component One: Instructional Project Activities

Description

Six full-time reading specialists will be employed as well as six teacher-aides and librarians with two more A-V specialists. These people will become adept, and aid teachers to become adept in the use of available audio-visual equipment designed to facilitate the reading process. They will also supplement regular classroom instruction through individual as well as small and larger group contacts.

Evaluation

Measurement and evaluation, involving the use of several instruments and professionals, will be continuous. Accurate, comprehensive records of progress will be kept for continued use in future educational efforts.

B. Component Two: Supportive Project Activities

Description

These involve the use of several specialists using sophisticated measuring devices such as speech, hearing and vision tests, individual tests of ability, together with interviews, counseling sessions, home visits and special instructional methods and equipment.

Evaluation

Use of the case conference technique begun last year will be continued. Progress is continually evaluated and the case kept open until the problem is resolved or a referral is made to an out-of-school agency.

C. Component Three: Extra-Curricular Project Activities

Description

These activities include extra-curricular efforts in music, recreation and field trips. Instruction will be offered in both vocal and instrumental music on week-ends and during the summer. The recreation program will use school facilities after school and evenings during the school year. Transportation will be provided for field trips, using media in addition to buses such as boats, ferries, ski lifts, railroads and aircraft.

Evaluation

Reports will be made by the various instructors involved and records will be kept of pupil performance in the various activities in which they are engaged. From field trip experiences pupils should reflect the knowledge gained in such instructional areas as geography, history and science.

Number of children participating -	525
Number of salaried Title I staff -	35
Project budget -	$83,627.00

CHITTENDEN CENTRAL

OBJECTIVES

The objectives of this project will be to consolidate and to carry forward the gains made last year in meeting the needs of the educationally deprived student in the field of communicative arts; of the emotionally disturbed; of the low normal ability group and of the physically handicapped

TITLE

A Four-Pronged Attack To Meet The Needs
Of The Educationally Deprived

DESCRIPTION

The school social worker will continue to work with emotionally disturbed children and will conduct an in-service training program for teachers to help them improve their skills and techniques in dealing with children having serious behavioral or social adjustment problems.

The reading and language arts specialist will serve in a consultant capacity for all teachers involved in teaching reading; will work with new and inexperienced teachers to help them improve their effectiveness; will serve as a resource person in the selection of suitable instructional materials and will supervise the administration of tests and their follow-up.

The school nurse will provide leadership in dealing with children's health problems and will serve as a liaison person between the home and the school. She will give special attention to the health of first grade children so that physical problems may be diagnosed as early as possible.

A small class of seven mentally handicapped primary children will be continued under the leadership of a trained teacher with a desire to work with slow learners.

EVALUATION

Elaborate provision has been made for determining the causes for reading difficulties and for analyzing specific reading problems to determine if any one teaching method has been retarding reading growth.

Determination of the academic growth of the child will be made by a series of diagnostic and reading tests.

The school social worker will work with the reading specialist in evaluating attitude changes, social development and personality changes.

In the class for slow learners, evaluation of progress will be made by means of appropriate standardized achievement and reading readiness tests.

Number of children participating -	132
Number of salaried Title I staff -	5
Project budget -	$19,000.00

ESSEX - CALEDONIA

OBJECTIVES

To distribute the available monies in such a way as to help meet the needs of the greatest number of children
To provide a summer reading program
To relieve the overcrowded classrooms by employment of teacher-aides
To set up an instructional materials center
To provide special education for the mentally retarded

TITLE

Five-Step Educational Improvement Program

DESCRIPTION

A summer reading program will employ two teachers with special ability in reading to act in the capacity of "roving story tellers" for the District. For a period of eight weeks these teachers will schedule stops at schools, camps and any other suitable place where a group of children might be assembled. A story hour for the younger children would be a featured attraction.

Teacher-aides will be employed to relieve two overcrowded classroom situations.

An instructional materials center for the use of all teachers will be set up at the central office in Concord. Items such as books, records and record players, tapes, filmstrips, projectors and special science equipment will be available. Clerical service will also be provided.

Educational trips to the Fairbanks Museum are currently taking place, and it is hoped that much more may be done to broaden the experiences of these children.

Special education for the mentally retarded, the emotionally disturbed and the physically handicapped is a real need, and it is hoped that another year will see the establishment of a special school for retarded and near-retarded children.

EVALUATION

Because of the nature of the program, much of the evaluation will be subjective in nature. Despite this fact, favorable results should be discernible in the classrooms.

Number of children participating -	49
Number of salaried Title I staff -	3
Project budget -	$11,286.32

FRANKLIN - CHITTENDEN WEST

OBJECTIVES

To improve classroom performance in reading as measured by standardized tests
To change children's attitudes toward educational objectives
To improve physical health of the children and their emotional and social stability

TITLE

Reading and Language Arts Development

DESCRIPTION

Three reading teachers with five teacher-aides and sufficient clerical help will be employed to include 140 pupils of the District in a program of remedial reading and basic language skills. Audio-visual aids will be used extensively as well as a great variety of reading and language materials. Use will be made of psychological and physical tests to determine cases of poor progress due to physical and/or emotional disturbances.

EVALUATION

Evaluation will be based on pre-test and post-test performances, on teacher observance of behavior and educational progress patterns. To assure progress only enough pupils will be accepted in the program so that reasonable amount of time can be devoted to each child.

Number of children participating -	140
Number of salaried Title I staff -	11
Project budget -	$35,380.00

FRANKLIN NORTHEAST

OBJECTIVES

To coordinate the reading program
To promote in-service training
To individualize instruction
To relieve teachers of routine duties through the employment of teacher-aides
To provide guidance counseling to the educationally deprived

TITLE

Upgrading the Educational Program

DESCRIPTION

A special consultant will aid teachers in coordinating the reading program and in providing in-service training. A reading teacher will work with small groups and with individual pupils in overcoming their reading difficulties.

A nurse will be employed to carry on physical examinations, make home visits and promote good health practices.

A guidance counselor will be hired to work with educationally deprived students to enlarge their vision and give them a better appreciation of the importance of continuing their education.

Two teacher-aides and a library-aide will be added to the staff to relieve teachers of routine classroom chores, thus freeing them for more instructional time with children needing special attention.

EVALUATION

Results of standardized tests, reading tests, anecdotal records and teachers' judgments will be used in the evaluation of the project, insofar as academic progress is concerned.

Results of the health program will be measured by improvement in general health and better attendance records.

Number of children participating -	250
Number of salaried Title I staff -	13
Project budget -	$50,726.00

HARTFORD

OBJECTIVES

To identify pupils in grades 9 and 10 who are functioning below their indicated ability in English
To establish a summer remedial and developmental reading program
To bring educationally deprived elementary children up to grade in reading
To conduct a pre-school survey and a Headstart program

TITLE

A K - 12 Educational Program to Aid the Disadvantaged Children of the Hartford Town School District

DESCRIPTION

Classes will be established for 9th and 10th grade pupils to consist basically of small group and individualized instruction in English. They will make use of a variety of approaches, of individual project work and of audio-visual aids.

For the summer reading program three remedial teachers will be employed, one of whom will coordinate the program. Twenty to thirty specially selected children will be programmed into six 90-minute individual group sessions.

For the remedial elementary reading program forty-five children will be involved. These will be selected from grades 2-5, many of these children having experienced failure since the first grade.

A pre-school survey and Headstart program will be begun about March 1st to determine who the children are who will be entering schools as first graders in September. Identifications will be made of economically and culturally deprived children who would benefit from a summer "Headstart '67". This will be a six-week session aimed chiefly toward helping young children accumulate a variety of social and educational experiences as well as to begin the adjustment toward the routine of the first grade classroom.

EVALUATION

As this is a continuing project, certain evidence has already been collected. Observation will be made of day-to-day in-class demonstration of growth in language skills. Continued standardized testing will also be employed.

Evaluation of the high school reading project will be both objective and subjective, involving the use of standardized tests and teacher questionnaires.

Pre-tests and post-tests will be used to evaluate the elementary reading program.

In the pre-school survey and Headstart project, the overall evaluation will be the performance of the children during their next year in the first grade.

Number of children participating -	154
Number of salaried Title I staff -	9
Project budget -	$24,683.00

MONTPELIER

OBJECTIVES

To improve classroom performance in reading beyond usual expectations
To improve the child's self-image
To raise the child's occupational and/or educational aspirations
To improve the children's emotional and social stability and/or that of their family
To provide professional services for children who are seriously emotionally disturbed

TITLE

The Middle School - Some Unique Approaches

DESCRIPTION

Component One: An Approach to Reading

A reading teacher will be employed in grades 4, 5 and 6 in the public and non-public schools. Groups of six students, referred by the classroom teachers, will report to the Reading Center for a one-hour daily class until their particular deficiency is corrected.

Component Two: An Approach to Guidance

The 1966 evaluation indicated the presence of poor work habits, lack of personal and social adaptability and other undesirable characteristics in the students that participated in the Summer School Program. A guidance counsellor will be hired for grades 6, 7 and 8 who will be concerned with improving attitudes, providing orientation to departmentalized instruction, and supplying information relative to career planning. He will make referrals to the Winooski Valley Family Counselling Service for the seriously emotionally disturbed. He will also make recommendations regarding the curriculum.

Component Three: An Approach to the Seriously Emotionally Disturbed

The regular monthly visit of the staff of the Winooski Valley Family Counselling Service will be structured to provide guidance to teachers, guidance counsellors and administrators in understanding individual adjustment problems. The staff will direct group meetings on such subjects as dynamics of behavior, maturation problems, effects of mild brain damage, etc.

EVALUATION

Evaluation of Component One will consist of a survey of teachers whose students participated in the Reading Center and a report from the Center indicating the number of participants and the degree of change.

The services of the Guidance Counsellor will be evaluated in terms of improving the child's self-image, his attitude toward school and his desire to raise his occupational and educational level and to achieve emotional stability. The principals of the schools involved will also prepare a report relative to the success of the guidance program.

The changes sought by establishing a service for the emotionally disturbed are not easily measured by non-specialists. This activity is based on the assumption that seriously emotionally disturbed children benefit from professional attention.

Number of children participating -	87
Number of salaried Title I staff -	3
Project budget -	$16,300.00

NEWPORT CITY

OBJECTIVES

To improve performance as measured by standardized achievement tests
To improve children's verbal functioning
To increase their expectations of success in school

TITLE

Remedial Reading and Language Program

DESCRIPTION

The work in the elementary schools involves three classes of fifty minutes duration each, set up in each of three schools. A full-time elementary principal will coordinate the new remedial reading classes.

The program for the high schools involves helping selected pupils who are experiencing problems in language - both pupils of French extraction who need help to learn English, and American pupils to learn French. A fully certified tutor, fluent in both French and English, will work with both small groups and with individual pupils.

EVALUATION

This will be based upon as complete pupil appraisal and data as is available. This will include results obtained during 1965-66, supplemented by evaluation periods at the beginning of the program, at mid-year and at the end of the program.

Number of children participating -	192
Number of salaried Title I staff -	6 1/2
Project budget -	$24,390.00

ORANGE SOUTHWEST

OBJECTIVES

To improve classroom performance as measured by standardized tests
To improve the children's self-image
To increase their expectations of success in school

TITLE

A Three-Pronged Attack on Reading Deficiencies

DESCRIPTION

Component One: Teacher-aide

This person will provide services to two second grade teachers whose classes include some sixteen disadvantaged pupils, to help alleviate problems in academic achievement, in school-related attitudes, in behavior and in health.

Component Two: Part-time Librarian

A part-time librarian will be hired to survey the schools in the District in terms of present facilities and materials, to survey town library resources, to suggest necessary books and materials to be purchased, to do necessary cataloguing, to set up a schedule of rotation and delivery of books, and to keep records on use of reading materials made by disadvantaged pupils.

Component Three: Reading Project

The remedial reading teacher will identify the most severe cases of reading disability in grades 7, 8 and 9 using results of STEP, DAT and SCAT test scores - all administered in 1966. She will then initiate a program of remedial reading instruction, giving priority to the group which is comprised of the largest percentage of educationally deprived children. Attention will be focused on those basic reading skills in which pupils are found to be most seriously deficient.

EVALUATION

For the immediate future, evaluation of the teacher-aide service will be centered around classroom performance, interest and enthusiasm and attitude changes toward school.

Because of the nature of the library project, there are no objective means which can be employed to measure the effectiveness of the use of library resources. Improvement will be looked for in the increased use of library materials and in the improvement of general reading abilities.

In the junior high reading project, standardized tests, locally devised tests and anecdotal records will be used to measure academic gains.

Number of children participating -	60
Number of salaried Title I staff -	3 1/4
Project budget -	$8,087.00

ORLEANS NORTHEAST

OBJECTIVES

To improve classroom performance in reading beyond usual expectations
To improve physical health of the children

TITLE

Remedial Reading and Health

DESCRIPTION

This is a continuation of last year's project. A summer remedial reading program will be set up in the town of Holland. About twenty pupils in grades 3 through 8 will participate. Since this is a rural area, transportation will be provided. A similar program will be operated in Derby.

In Charleston, a full-time remedial reading teacher will conduct a program for about forty-five pupils in grades 3 through 8. Selection of all pupils to participate in the above program will be made on the basis of conferences with teachers, diagnostic reading tests and achievement tests.

Conferences with teachers, parents, the state public health nurse and personal observation have indicated a need for more health services for children in the District. The nursing service begun last year will be continued this year on a more intensive basis. In addition to the usual physical examinations, the nurse will arrange for health clinics, corrective work and referrals to state agencies. She will also make contacts with service clubs for financial help where needed.

EVALUATION

The same measurement techniques will be used in the evaluation as were employed in making the selection of pupils to participate in the reading programs.

Evaluation of the nursing service will be in terms of the improvement noted in health conditions.

Number of children participating -	111
Number of salaried Title I staff -	7
Project budget -	$19,763.00

RUTLAND CITY

OBJECTIVES

At the kindergarten level, through preventive measures, to improve readiness
At the elementary level, through remediation, to correct reading problems
At the secondary level, to improve reading skills
To change children's attitudes toward school through a changed curriculum, special remedial instruction and improved home relations
Through the efforts of the nurse-social worker to assist parents in seeking assistance, to instruct in diet and hygiene and to obtain prompt attention to physical ills

TITLE

A Project to Improve Reading Abilities, Health Services and Home-School Relations

DESCRIPTION

The plan is to develop a reading center at the high school, and a remedial reading program in the elementary schools. Fifty-five students will be involved in grade 10 and about seventy-five children in grades 3 through 6.

The nurse-social work program, started in 1965-66, will be continued in the three elementary schools having large concentrations of low-income families. A fourth elementary school will be added this year. This service will be for the following purposes:

(1) To interpret school health programs to parents
(2) To act as a liaison between home and school
(3) To guide parents in their relations with social agencies
(4) To instruct children in matters of hygiene
(5) To work with teachers in developing a health curriculum

EVALUATION

The evaluation of the reading program will involve standardized tests and subjective evaluations by both teacher and student.

Evaluation of the nurse-social worker program will involve case studies, evidence of improved home-school relations, evidence of improved appearances of children, increased cooperation between school and social agencies, and curriculum revisions in the area of health and hygiene.

Number of children participating -	248
Number of salaried Title I staff -	4
Project budget -	$25,590.51

RUTLAND SOUTHWEST

OBJECTIVES

To improve classroom performance in reading and other skill areas
To improve the child's self-image and increase his expectations of success in school
To reduce the incidence and severity of disciplinary problems
To improve physical health
To improve children's speech

TITLE

Operation Improvement

DESCRIPTION

All aspects of this project are a continuation of Title I activities which were started last year.

Three nurses will be employed on a part-time basis to serve three towns in the District. Services of a dentist and a doctor will also be used as needed.

All towns in the District will have field trips. Food for children on these trips will be provided as needed.

The Fine Arts program will be continued in Middletown Springs.

Summer tutoring and recreation in three towns proved highly successful last year and will be continued.

An additional first grade teacher will be employed in Poultney to reduce class size. In Poultney, also, a curriculum coordinator will be employed to assist in providing a strong program for the educationally deprived.

Finally, teacher-aides will be assigned where teachers are carrying heavy pupil loads.

EVALUATION

All programs will be evaluated by teachers, parents, pupils and the administration. Standardized tests will be given when appropriate.

Number of children participating -	180
Number of salaried Title I staff -	18
Project budget -	$32,528.80

ST. JOHNSBURY

OBJECTIVES

To improve performance in reading and other skill areas beyond usual expectations
To improve the children's average daily attendance and to decrease the drop-out rate
To improve the nutritional health of children
To improve the children's emotional and social stability and/or that of their families

TITLE

Small Group Instructional Program

DESCRIPTION

This proposal has been designed to meet the educational needs of pupils from low-income families. It makes provision for:

(1) Reduction in class size
(2) Motivational levels related to the socio-economic situation of the pupil
(3) The need of the pupil to see himself as an adequate individual
(4) Increase of effective communication skills essential for the pupil to function in school and society to the fullest extent of his ability

The staff will consist of a project director, teacher-aides, a library coordinator, a special reading teacher and a school nurse. Contractural agreements will be renewed with the Northeast Kingdom Mental Health Service.

Provision has been made for consultative services to the total teaching staff in areas appropriate to meeting the needs of pupils from low-income families in the school classroom environment.

EVALUATION

Plans for evaluation are detailed and specific. These include anecdotal records, periodic registrations of pupil opinion, teacher opinionnaires, standardized and teacher-made tests, attendance records, library book circulation and accounting of specific efforts made to meet the diagnosed needs of the pupil and rating of apparent effectiveness of planned procedures.

Number of children participating -	354
Number of salaried Title I staff -	16
Project budget -	$40,437.00

SPRINGFIELD

OBJECTIVES

To identify pupils in the elementary schools who have exceptional problems or handicaps that interfere with normal educational progress and growth
To provide supplementary teaching of those children with acute learning disabilities
To evaluate the educational, social and emotional growth of each child and to return him to the classroom on a full-time basis as soon as possible

TITLE

Special Skills Program

DESCRIPTION

Component One: Special Skills Program for Grades I - IV

A work-study center for the special skills teacher will be established. Pupils selected for the program will be transported to the center for a daily period of 40-60 minutes of supplemental teaching and then returned to their regular classrooms. Groups will be limited to a maximum of four students. Manipulative materials, special equipment and study carrels will be used to help children focus their attention on the learning task.

Component Two: Special Skills and Gro Guidance for Grades VII-VIII

Cumulative academic and health records of prospective seventh and eighth grade students will be examined and consideration given to potential candidates in the two low ability groups at each level. Criteria used in the selection will include:

(a) Disabilities in academic skills
(b) Borderline and failing academic grades
(c) Below grade level performance and achievement records
(d) Lack of social maturity and social competence
(e) Deficiencies or defects of a constitutional origin

Guidance personnel and key teachers will be selected to work with students during academic periods, with substitutes being used to free regular teachers on a scheduled basis. All work will be conducted on a small group or individual basis as needs require.

SPRINGFIELD (cont.)

EVALUATION

Component One : Evaluation material will be individual and designed to fit each particular child. Special agencies including the State Department of Education, Special Education Division, the Vermont Association for the Crippled and the Windsor County Human Relations Services will cooperate in the evaluation.

Component Two: Final evaluation of the total program will be a summary of gains made in terms of individual pupils as determined by standardized tests, rating scales, a summary of teachers' individual recommendations and a summary of parents' comments.

Number of children participating - 37
Number of salaried Title I staff - 24 (part-time)
Project budget - $19,545.00

WASHINGTON NORTHEAST

OBJECTIVES

To improve performance in reading and other skill areas beyond usual expectations
To improve children's verbal functioning
To improve children's emotional and social stability
To overcome environmental and educational deprivation

TITLE

Operation Multiple Approach

DESCRIPTION

Three main projects are to be instigated in this program:

(1) Setting up of supplemental teaching areas staffed to provide more individualized attention for the educationally deprived
(2) The continued development of instructional materials centers
(3) The establishment of pre-schools wherever it is feasible to do so

New techniques, changes in emphasis and experimentation, with new materials and equipment will be given priority consideration.

The curriculum coordinator will initiate the programs, supervise the staff, operate the in-service program, make school and home visitations and have charge of evaluation procedures.

EVALUATION

Evaluation of the pre-school program and teacher judgment on pupil growth will be the chief criteria.

Progress in grades 1-12 will be measured by diagnostic and achievement tests, supervisory reports by school principals and by reports of the district curriculum coordinator.

Number of children participating -	308
Number of salaried Title I staff -	13
Project budget -	$35,764.80

WASHINGTON SOUTH

OBJECTIVES

To raise classroom performance in reading
To raise the level of verbal functioning
To improve the children's self-image
To overcome negative attitudes toward school and education
To raise the current low occupational and educational aspiration level

TITLE

A Program of Remedial Instruction in Reading and Curriculum Enrichment

A. Component One: Remedial Instruction in Reading

Description

A staff of four including two reading teachers, a part-time librarian and a supervisor will be responsible for providing instruction, maintaining records of pupil progress and suggesting activities to be carried out by the regular classroom teacher to reinforce remedial instruction.

The librarian will provide assistance in selecting and obtaining supplementary reading materials to be used in the remedial reading program.

A reading center, supplemented by a mobile reading unit, will be utilized to meet space requirements. The mobile unit is a converted school bus, attractively appointed to accommodate eight students, shelving space for 500 books, wall-to-wall carpeting, fluorescent lighting, electrical heating, outlets to provide a source of power for audio-visual equipment, a filing cabinet and shelving for equipment storage.

Evaluation

The effectiveness of the program will be measured formally by grouping test data for all participants and informally by the evaluative reports prepared by instructional and supervisory personnel.

B. Component Two: Curriculum Enrichment in the Roxbury Schools

Objectives

To broaden the perspectives of educationally deprived children
To provide experiences that will encourage children to express themselves creatively
To conduct a program of art instruction and appreciation
To develop an understanding and appreciation of the musical and artistic aspects of our cultural heritage
To develop skills in music
To develop poise and confidence in participating in programs prepared for public presentation

Description

The program will be carried out by a part-time music teacher and a part-time art teacher, who will provide group instruction in these areas on a one period per week basis. These specialists will prepare materials and activities for use by the regular classroom teachers during the intervals between their visits. Opportunities will be provided, also, for pupils to participate in programs prepared for public presentation.

Evaluation

Evaluation of the effectiveness of the project will of necessity be based on subjective ratings in view of the intangible nature of the outcomes being measured. Reports from appropriate personnel who are qualified to make judgments about the effectiveness and success of the project will be obtained. Anecdotal records will also be maintained.

Number of children participating -	133
Number of salaried Title I staff -	5
Project budget -	$14,557.50

WINDHAM NORTHEAST

OBJECTIVES

To improve classroom performance in reading beyond the usual expectations
To improve the physical health of the children
To improve the children's emotional and social stability and/or that of their families

TITLE

Project Opportunity - Phase II

DESCRIPTION

This is a 20-week Saturday morning program confined to intensive reading instruction. Provision will be made also for the alleviation of health problems and for necessary counselling services.

The primary purpose of Phase II is to reinforce the measurable gains made during the Phase I program of last summer.

Staff members will be selected on the basis of their demonstrated ability and interest in working with disadvantaged children. Where possible, staff members on the project will not teach in the schools where they are regularly assigned.

EVALUATION

Progress reports will be prepared by the staff at least three times during the program. Staff meetings will be held during and at the conclusion of the program to review individual pupil progress and to assess the total effectiveness of the project.

Number of children participating -	145
Number of salaried Title I staff -	25
Project budget -	$21,940.35

WINDHAM SOUTHWEST

OBJECTIVES

To provide speech therapy to educationally deprived children
To raise the level of achievement in reading, arithmetic, language and work-study skills
To provide guidance and counselling where none now exists
To provide through the services of a social worker a closer home-school relationship for the needy

TITLE

Project Second Start

DESCRIPTION

This is the second phase of the project started last year which was oriented toward medical, dental, speech, vision and hearing problems. Children will attend summer school three hours per day, five days per week for a six week period.

Speech therapy will be conducted on the basis of two hours weekly throughout the entire project period.

EVALUATION

The project will be evaluated through the use of standardized tests in a pre- and post-test situation in the areas of reading, arithmetic and work-study skills.

Individual parent interviews or questionnaires will also be used to secure opinions of the effectiveness of the school's effort.

Number of children participating -	61
Number of salaried Title I staff -	13
Project budget -	$10,310.00

WINDSOR CENTRAL

OBJECTIVES

To improve performance in reading and other skill subjects beyond usual expectations
To improve children's verbal functioning
To improve the children's self-image

TITLE

Remedial and Developmental Reading Program

DESCRIPTION

This program which is a continuation of last year's project, will be comprised of four phases; a testing program to identify specific reading problems to be followed by a period of interpretation of these problems to teachers concerned. The reading supervisor will give concentrated attention to students having severe reading difficulties. Working with the special reading teachers, the supervisor will develop the method to be used in evaluating the effectiveness of the program.

The administrator will develop and implement an in-service program for the teachers directly involved with the program, as well as other faculty members. He will also conduct follow-up studies on each student to determine changes, if any, in the student's overall growth in the other subject areas.

EVALUATION

Pre-tests and post-tests will be used to determine the student's growth pattern. A teacher's check list will be used to determine strengths and weaknesses of the program as it progresses. Parents will also be asked to comment on any changes, positive or negative, they have seen in their child, as a result of the program.

Number of children participating -	88
Number of salaried Title I staff -	6
Project budget -	$18,066.00

WINDSOR SOUTHEAST

OBJECTIVES

To provide for individualized instruction
To improve the use of oral language
To develop greater understanding and ability in comprehension, word attack and other skills

TITLE

Language Arts Enrichment and Improvement in Reading Skills

DESCRIPTION

This project is designed to provide additional instruction for forty to fifty children in grades 1, 2 and 3 at the State Street School. A definite structured approach to language will be used with these children as they begin to build spelling skills and greater written vocabulary. The kinesthetic will also be included to tie together all four activities - visual, auditory, speaking and motor - as they apply to the English language. Story telling and story reading will help to improve the oral expression phase of the project. Records and tapes will also be used.

Working closely with the classroom teachers will be a team of three liaison workers whose prime function is to establish and maintain close lines of communication between the home and school.

EVALUATION

Evaluation of the program will be in the field of reading improvements, oral language patterns, speaking skills, word analysis and word attack skills. Reading tests will be administered at the beginning and end of the school year. The Frostig Test will be re-administered to evaluate physiological growth.

Number of children participating -	169
Number of salaried Title I staff -	10
Project budget -	$11,787.30

WINDSOR SOUTHWEST

OBJECTIVES

To improve classroom performance in reading and other skill subject areas beyond usual expectations
To improve the children's self-image
To develop children's vocational interests and through these emphasize the value of a good basic education

TITLE

Providing for the Educational Disabilities of Culturally Disadvantaged Children

DESCRIPTION

This is a pilot program, a cooperative program and a continuing program. Emphasis will be placed upon the needs of pupils presently enrolled in grades 1 through 8. The disadvantaged child for whom this program is intended is lacking in basic subject matter skills. He needs to be taught what he can learn and at the rate he can learn. The program will seek to provide learning experiences for these children in the areas of reading, handwriting, spelling and arithmetic. Extensive use will be made of programmed materials, film strips, recordings, and three-dimensional objects.

EVALUATION

The project will be evaluated periodically through an objective testing program. They look for improvement particularly in specific areas in which diagnostic tests have indicated that a pupil needs development of a skill. Records will also be kept of pupil's attitudes towards school, with the hope that the facility developed in reading will lead to an improvement of attitudes.

Number of children participating - 21
Number of salaried Title I staff - (paid by LEA)
Project budget - $3,819.00

WINOOSKI

OBJECTIVES

To improve classroom performance in reading
To raise children's occupational and educational aspirational levels
To improve the physical health of children
To improve children's emotional and social stability
To improve verbal functioning, particularly in helping to overcome difficulties associated with many two-language families

TITLE

Comprehensive and Intensified Guidance - Pupil Personnel Services

DESCRIPTION

This project will provide intensive guidance services for selected elementary and secondary students, comprehensive individual testing, better evaluation of personal factors, greater dissemination of information to students, teachers and parents. Provision will be made, also, for more home visits and home counselling, group counselling and closer work with teachers.

An in-service course on counselling will be conducted for an interested faculty group. Provision will be made, furthermore, to employ the services of a psychologist and psychiatrist to take care of referral cases as needs arise.

EVALUATION

On-going and final evaluations will be the joint responsibility of the guidance director, district administrators and a faculty committee. Measurable improvements by disadvantaged students in academic achievement, self-guidance and personal adjustment, behavior patterns and rate of drop-out reduction will be noted.

Evaluation will be made, also, of the attitude toward and the extent to which pupils, teachers, administrators, parents and members of the community increasingly use the guidance services.

Number of children participating -	152
Number of salaried Title I staff -	13
Project budget -	$34,030.00

BRANDON TRAINING SCHOOL
(A Special Education Agency)

OBJECTIVES

To improve performance of practical skills for academic and vocational readiness
To improve children's communication abilities
To improve social behavior
To improve body usage to facilitate improvement of skills and abilities

TITLE

Pre-Kindergarten and Kindergarten

DESCRIPTION

This will be an extension of the academic program into late afternoon and evening hours for select pre-kindergarten and kindergarten institutionalized, mentally retarded children. Five part-time teacher aides (20 hours a week) under the guidance of the regular academic staff, will teach to increase basic knowledge, improve body skills and usage and improve social behavior by the use of social academic experiences.

Included in these experiences will be field trips into the country, films and film strips to reinforce enriching community activities.

EVALUATION

Evaluation will be based on T.M.R. Performance Profile administered before the program starts and at the end of the program. Anecdotal records will also be kept.

Number of children participating -	[redacted]
Number of salaried Title I staff -	7
Project budget -	$23,902.00

CAVERLY CHILD HEALTH CENTER
(A Special Education Agency)

OBJECTIVES

To increase manual skills and inspire creativity
To improve classroom performance in other skill areas beyond usual expectations
To broaden personal experience
To compensate for learning difficulties arising from physical handicaps

TITLE

Summer Program, Arts and Crafts and Physical Education

DESCRIPTION

The program will begin at the close of the regular school year and continue through August. Mornings will be devoted to instruction in arts and crafts, while afternoons will be used for instruction in swimming, archery, woodcraft, games and related activities.

EVALUATION

The camera and projector will provide a valuable means of evaluating the results of treatment and therapy. Films of newly admitted crippled children will be studied for diagnostic purposes. These can be compared with subsequent films and the results of treatment noted.

Evaluations will also be made by staff observation of responses and results in the areas specified by declared goals and objectives.

Number of children participating -	36
Number of salaried Title I staff -	4
Project budget -	$5,863.00